

Kindergarten - June
 Unit/Module Scope & Sequence
 (Learning to occur with a specific topic/piece of text)

Unit Title:

A Culmination of our Year

Topic: *(Brief Description of Title, what we want the kids to learn)*

This month will largely be spent reviewing the different songs, games, and concepts that we have learned throughout the year. Children will have time to share compositions, favorite activities, least favorite activities, and review many of the important concepts we have learned.

Month:

June

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

2017 CORE ARTS STANDARDS:

| New York State Learning Standards for the Arts Conceptual Framework | | | |
|--|--|--|---|
| Shared by All Arts Disciplines | | | Discipline-Specific Performance Indicators |
| Artistic Processes | Anchor Standards | | |
| Cr Creating Conceiving and developing new artistic ideas and work. | 1. Generate and conceptualize artistic ideas and work. | | All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced Music Only General Music |
| | 2. Organize and develop artistic ideas and work. | | |
| | 3. Refine and complete artistic work | | |
| Pr Performing Music Dance Theater | 4. Select, analyze, and interpret artistic work for presentation. | | |
| | 5. Develop and refine artistic techniques and work for presentation. | | |
| | 6. Convey meaning through the presentation of artistic work. | | |

| | | | |
|---|-----|--|---|
| <p style="text-align: center;">Re Responding Understanding and evaluating how the arts convey meaning.</p> | 7. | Perceive and analyze artistic work. | <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient <ul style="list-style-type: none"> ○ HSII – Accomplished ○ HSIII – Advanced |
| | 8. | Interpret meaning in artistic work. | |
| | 9. | Apply criteria to evaluate artistic work. | |
| <p style="text-align: center;">Cn Connecting Relating artistic ideas and work with personal meaning and external context.</p> | 10. | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | |
| | 11. | Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. | |

• **COMMON CORE ALLIGNMENT – MATH**

| Domain | Core Curriculum Standard | Music |
|------------------------------------|---|---|
| Counting & Cardinality | Know number names & counting sequence | Know rhythmic value of notes and rests Count basic rhythms |
| Operations & Algebraic Thinking | Represent addition/subtract with objects Generate and analyze patterns | Performance of rhythmic/tonal patterns |
| Number & Operations-Fractions | Understand fractions as numbers Understand fraction equivalents | Rhythmic values of notes & rests Measures |
| Measurement & Data | Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data | Organize sound over time (rhythmic aspect) Tempo |
| Geometry | Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation | Form |
| Ratio & Proportional Relationships | Ratio concepts and use reasoning to solve problems | |

• **COMMON CORE ALIGNMENT – ELA:**

| Strand | Core Curriculum standard | Music |
|------------------------|--|---|
| Reading for Literature | Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters | Folk songs Rhythms, patterns, repetition, form Form |

| | | |
|-----------------------------|--|--|
| | <p>Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives</p> | Cultural connections to music |
| Reading for Information | <p>Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding</p> | <p>Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others</p> |
| Reading Foundational Skills | <p>Print concepts Phonological awareness Phonics & word recognition Fluency</p> | <p>Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency</p> |
| Writing | <p>Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work</p> | Critical responses |
| Speaking & Listening | <p>Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media</p> | <p>Teacher questioning Collaborative discussions Multimedia</p> |
| Language | <p>Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English</p> | <p>Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music</p> |

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

I can remember things we have learned in the past and demonstrate concepts, songs, and activities for the teacher.

I can think critically about what we learned this year and discuss my favorites and least favorites.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

This month will largely be spent reviewing the different songs, games, and concepts that we have learned throughout the year. Children will have time to share compositions, favorite activities, least favorite activities, and review many of the important concepts we have learned.

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Many Amagansett students already take piano lessons at home. At the beginning of the year, the teacher will identify which students are already studying piano and use these children as helpers throughout the xylophone portion of the class.

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Summation and review of the full years vocabulary

Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit*

- Musical me activity sharing likes and dislikes, favorites and least favorites

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes

Piano

Music for Little Mozarts piano lessons book, level I

Music for Little Mozarts piano workbook, level I

Music for Little Mozarts stuffed characters

Music for Little Mozarts curriculum flipchart (Created by Miss Galvin)

Pre-School Prodigies Curriculum and interactive website (www.preschooprogidies.com)

Desk Bells (1 set per child)

Melody Bells (1 set per child)

Boomwhackers (1 set per child)

Rhythm Sticks (2 per child)

Maraca Eggs (1 per child)

Rainbow Streamers (1 per child)

Xylophones (1 per pair of children, 2 mallets per child)

The Tap, Shake, and Jingle Rhythm Band Program (chart and accompanying CD recordings) by Joan Walker

